

**Side-by-Side Comparison of the Texas Educational Knowledge and Skills (TEKS)
and Louisiana Grade Level Expectations (GLEs)**

PRE-KINDERGARTEN: English Language Arts

TEKS	Comments	Louisiana GLE
(PK.1) Listening Comprehension		
(PK.1.A) listens with increasing attention	<i>PreK Indicator</i>	PK-LL-L1 Listen with understanding for directions and conversation
(PK.1.B) listens for different purposes (e.g., to learn what happened in a story, to receive instructions, to converse with an adult or a peer)		22. Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
(PK.1.C) understands and follows simple oral directions		24. Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
(PK.1.D) enjoys listening to and responding to books	<i>PreK Indicator</i>	PK-LL-L1 Listen with understanding for directions and conversation PK-LL-R1 Actively engage in reading experiences
(PK.1.E) listens to and engages in several exchanges of conversations with others	<i>PreK Indicator</i>	PK-LL-L1 Listen with understanding for directions and conversation PK-LL-S1 Develop and expand expressive language skills
(PK.1.F) listens to tapes and records, and shows understanding through gestures, actions, and/or language		28. Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
(PK.1.G) listens purposefully to English-speaking teachers and peers to gather information and shows some understanding of the new language being spoken by others (ESL).	<i>Not specifically addressed in LA</i>	
(PK.2) Speech Production and Speech Discrimination.		
(PK.2.A) perceives differences between similar sounding words (e.g., “coat” and “goat,” “three” and “free,” [Spanish] “juego” and “fuego”)	<i>PreK Indicator</i>	PK-LL-L3 Hear and discriminate the sounds of language in the environment to develop beginning phonological awareness
(PK.2.B) produces speech sounds with increasing ease and accuracy	<i>PreK Indicator</i>	PK-LL-S1 Develop and expand expressive language skills
(PK.2.C) experiments with new language sounds	<i>PreK Indicator</i>	PK-LL-S1 Develop and expand expressive language skills
(PK.2.D) experiments with and demonstrates growing understanding of the sounds and intonation of the English language (ESL).	<i>PreK Indicator</i>	K-LL-S1 Develop and expand expressive language skills PK-LL-L3 Hear and discriminate the sounds of language in the

TEKS	Comments	Louisiana GLE
		environment to develop beginning phonological awareness
(PK.3) Vocabulary.		
(PK.3.A) shows a steady increase in listening and speaking vocabulary	<i>PreK Indicator</i>	PK-LL-L4 Demonstrate understanding of new vocabulary introduced in conversations, activities, stories, or books PK-LL-S2 Use new vocabulary in spontaneous speech
(PK.3.B) uses new vocabulary in everyday communication	<i>PreK Indicator</i>	PK-LL-L4 Demonstrate understanding of new vocabulary introduced in conversations, activities, stories, or books PK-LL-S2 Use new vocabulary in spontaneous speech
(PK.3.C) refines and extends understanding of known words	<i>PreK Indicator</i>	PK-LL-S1 Develop and expand expressive language skills
(PK.3.D) attempts to communicate more than current vocabulary will allow, borrowing and extending words to create meaning	<i>Not specifically addressed in LA</i>	
(PK.3.E) links new learning experiences and vocabulary to what is already known about a topic		26. Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
(PK.3.F) increases listening vocabulary and begins to develop a vocabulary of object names and common phrases in English (ESL).	<i>Not specifically addressed in LA</i>	
(PK.4) Verbal Expression.		
(PK.4.A) uses language for a variety of purposes (e.g., expressing needs and interests)		26. Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
(PK.4.B) uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech		21. Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
(PK.4.C) uses language to express common routines and familiar scripts		26. Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
(PK.4.D) tells a simple personal narrative, focusing on favorite or most memorable parts		24. Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
(PK.4.E) asks questions and makes comments related to the current topic of discussion	<i>PreK Indicator</i>	PK-LL-S3 Ask and answer relevant questions and share experiences individually and in groups
(PK.4.F) begins to engage in conversation and follows conversational rules (e.g., staying on topic and taking turns)		23. Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
(PK.4.G) begins to retell the sequence of a story		12.a. Demonstrate understanding of texts read aloud using a variety of strategies, including: sequencing two or three pictures to illustrate

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		events in a story
(PK.4.H) engages in various forms of nonverbal communication with those who do not speak his/her home language (ESL)	<i>Not specifically addressed in LA</i>	
(PK.4.I) uses single words and simple phrases to communicate meaning in social situations (ESL)	<i>Not specifically addressed in LA</i>	
(PK.4.J) attempts to use new vocabulary and grammar in speech (ESL).	<i>Not specifically addressed in LA</i>	
(PK.5) Phonological Awareness.		
(PK.5.A) becomes increasingly sensitive to the sounds of spoken words		1.a. Demonstrate understanding of phonological awareness by doing the following: manipulating endings of words and nonsense words to make rhyming sounds
(PK.5.B) begins to identify rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems	<i>PreK Indicator</i>	PK-LL-L3 Hear and discriminate the sounds of language in the environment to develop beginning phonological awareness
(PK.5.C) begins to attend to the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way (e.g., “dog,” “dark,” and “dusty,” [Spanish] “casa,” “coche,” and “cuna”)	<i>PreK Indicator</i>	PK-LL-L3 Hear and discriminate the sounds of language in the environment to develop beginning phonological awareness
(PK.5.D) begins to break words into syllables or claps along with each syllable in a phrase		1.b. manipulating syllables in spoken words (segment/blend)
(PK.5.E) begins to create and invent words by substituting one sound for another (e.g., bubblegum/gugglebum, [Spanish] calabaza/balacaza).		1.a. manipulating endings of words and nonsense words to make rhyming sounds
(PK.6) Print and Book Awareness.		
(PK.6.A) understands that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems	<i>PreK Indicator</i>	PK-LL-R4 Use emerging reading skills to make meaning from print PK- LL-W3 Participate in a variety of writing activities focused on meaningful words and print in the environment
(PK.6.B) understands that print carries a message by recognizing labels, signs, and other print forms in the environment	<i>PreK Indicator</i>	PK-LL-R3 Demonstrate an understanding of print concepts and beginning alphabetic knowledge PK-LL-R4 Use emerging reading skills to make meaning from print

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(PK.6.C) understands that letters are different from numbers	<i>PreK Indicator</i>	PK-LL-R3 Demonstrate an understanding of print concepts and beginning alphabetic knowledge
(PK.6.D) understands that illustrations carry meaning but cannot be read		5.c. Differentiating between an illustration and printed text.
(PK.6.E) understands that a book has a title and an author	<i>Not specifically addressed in LA</i>	
(PK.6.F) begins to understand that print runs from left to right and top to bottom	<i>PreK Indicator</i>	PK-LL-R4 Use emerging reading skills to make meaning from print
(PK.6.G) begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces)	<i>PreK Indicator</i>	PK-LL-W4 Demonstrate an interest in using writing for a purpose
(PK.6.H) begins to recognize the association between spoken and written words by following the print as it is read aloud	<i>PreK Indicator</i>	PK-LL-R3 Demonstrate an understanding of print concepts and beginning alphabetic knowledge
(PK.6.I) understands that different text forms are used for different functions (e.g., lists for shopping, recipes for cooking, newspapers for learning about current events, letters and messages for interpersonal communication).	<i>Not specifically addressed in LA</i>	
(PK.7) Letter Knowledge and Early Word Recognition.		
(PK.7.A) begins to associate the names of letters with their shapes	<i>PreK Indicator</i>	PK-LL-R3 Demonstrate an understanding of print concepts and beginning alphabetic knowledge
(PK.7.B) identifies 10 or more printed alphabet letters		3.b. identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
(PK.7.C) begins to notice beginning letters in familiar words		3.b. identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
(PK.7.D) begins to make some letter/sound matches		1. identifying and manipulating onset and rime in words with three sounds (onset of the word <i>cake</i> is /k/ and the rime of the word <i>cake</i> is /-ake/) (PK-LL-L3) (ELS-1-E1) Demonstrating understanding of phonemic awareness by manipulating and identifying individual sounds (phonemes) in spoken words with three sounds (PK-LL-L3) (ELA-1-E1)
(PK.7.E) begins to identify some high-frequency words (age 4).		3.a. identifying own first name in print (PK-LL-L3) (ELS-1-E1_
(PK.8) Motivation to Read.		

TEKS	Comments	Louisiana GLE
(PK.8.A) demonstrates an interest in books and reading through body language and facial expressions	<i>Approximate</i>	6. Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
(PK.8.B) enjoys listening to and discussing storybooks and information books read aloud	<i>Approximate</i>	4. Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
(PK.8.C) frequently requests the re-reading of books	<i>Not specifically addressed in LA</i>	
(PK.8.D) attempts to read and write independently	<i>PreK Indicator</i> <i>Not specifically addressed for reading</i>	PK-LL-R1 Actively engage in reading experiences PK-LL-W1 Experiment with a variety of writing tools, materials, and surfaces 15. Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1) 17. Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
(PK.8.E) shares books and engages in pretend-reading with other children	<i>PreK Indicator</i>	PK-KK-R1 Actively engage in reading experiences
(PK.8.F) enjoys visiting the library.	<i>Not specifically addressed in LA</i>	
(PK.9) Developing Knowledge of Literary Forms.		
(PK.9.A) recognizes favorite books by their cover	<i>PreK Indicator</i> <i>Approximate</i>	PK-LL-R3 Demonstrate an understanding of print concept and beginning alphabetic knowledge 5.a. recognizing that a book has a cover and identifying the cover and title of a book (PK-LL-R3) (ELA-1-E2)
(PK.9.B) selects books to read based on personal criteria	<i>Not specifically addressed in LA</i>	
(PK.9.C) understands that books and other print resources (e.g., magazines, computer-based texts) are handled in specific ways	<i>Approximate</i>	4. holding a book right side up and recognizing that print is read left-to-right and top-to-bottom (PK-LL-R3) (ELS-1-E2)
(PK.9.D) becomes increasingly familiar with narrative form and its elements by identifying characters and predicting events, plot, and the resolution of a story		11. Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6) 12.b. participating in a group discussion to predict what a book will be about and

TEKS	Comments	Louisiana GLE
		12.c. determining whether the prediction was accurate (PK-LL-R2) (ELA-7-E1)
(PK.9.E) begins to predict what will happen next in a story		12.b. participating in a group discussion to predict what a book will be about
(PK.9.F) imitates the special language in storybooks and story dialogue, and uses it in retellings and dramatic play [(such as "Once upon a time...")]		7. Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
(PK.9.G) asks questions and makes comments about the information and events from books		8. Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5) 14. c. asking simple questions about a story read aloud (e.g., who, where) (PK-LL-S3) (ELA-7-E4) 9. answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-E5)
(PK.9.H) connects information and events in books to real-life experiences		10. Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
(PK.9.I) begins to retell some sequences of events in stories		11. Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6) and · sequencing two or three pictures to illustrate events in a story TX PreK Guidelines 4,G (PK-LL-R2) (ELA-7-E1)
(PK.9.J) shows appreciation of repetitive language patterns.		1. Demonstrate understanding of phonological awareness by doing the following: (a) manipulating endings of words and nonsense words to make rhyming sounds (b) manipulating syllables in spoken words (segment/blend) (c) identifying and manipulating onset and rime in words with three sounds (onset of the word <i>cake</i> is /k/ and the rime of the word <i>cake</i> is /-ake/) (d) repeating each word in a simple sentence (PK-LL-L3) (ELA-1-E1) 2. Demonstrate understanding of phonemic awareness by manipulating and identifying individual sounds (phonemes) in spoken words with three sounds (PK-LL-L3) (ELA-1-E1)
(PK.10) Written Expression.		
(PK.10.A) attempts to write messages as part of playful activity		17. Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)

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(PK.10.B) uses known letters and approximations of letters to represent written language (especially meaningful words like his/her name and phrases such as "I love you" or [Spanish] "Te quiero")		15. Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
(PK.10.C) attempts to connect the sounds in a word with its letter forms	<i>Not specifically addressed in LA</i>	
(PK.10.D) understands that writing is used to communicate ideas and information		17. Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
(PK.10.E) attempts to use a variety of forms of writing (e.g., lists, messages, stories)		17. Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
(PK.10.F) begins to dictate words, phrases, and sentences to an adult recording on paper (e.g., "letter writing," "story writing").		19. Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
		LA GLE's Not Addressed
	<i>Not specifically addressed in TX</i>	6. Relate pictures to characters (PK-LL-R4) (ELA-1-E4)
	<i>Not specifically addressed in TX</i>	14. Use simple reasoning skills, including: identifying reality and fantasy in texts read aloud (PF-LL-R1)
	<i>Not specifically addressed in TX</i>	16. Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
	<i>Not specifically addressed in TX</i>	18. Participate in group-shared writing activities that include rhyming and descriptive words (PK-LL-W3) (PK-LL-W4) (PK-LL-L3) (ELA-2-E5)
	<i>Not specifically addressed in TX</i>	20. Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
	<i>Not specifically addressed in TX</i>	21. Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
	<i>Not specifically addressed in TX</i>	29. Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)
	<i>Not specifically addressed in TX</i>	30. Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
	<i>Not specifically addressed in TX</i>	31. Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)